

THE WRITING ACADEMY, LLC

Small Group Reteach Plan

Grade 5 · Cluster 8 · Module 2

Evidence and Choice

Informational Research Writing

Passages: “From Protest to Participation: How a Nation Changes” and “How Change Happens: Observe, Adapt, Test, and Improve”

STUDENT SUPPORTS

Small Group Reteach Plan
Grade 5 • Cluster 8 • Module 2: Evidence and Choice

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Student Supports Series

Who Needs This Reteach?

Use the module's checks for understanding and the Day 5 exit ticket to identify students who need additional small group support. Look for these signs during the module:

What the Student Shows	What to Do
The student uses an interesting detail as evidence without connecting it to the reason.	Ask, 'How does it help prove the reason?' Keep the detail only if it has a clear evidence job.
The student states 'I think it happened, so it is proof' without a source.	Ask the student to name what can be checked in the source and what is only an assumption.
The student copies a quotation without explaining what it proves.	Require the student to say what the quoted words mean and why they matter for the reason.
The student separates observations from assumptions only on familiar topics.	Practice the observation/assumption sort on an unfamiliar detail from the second passage.

Reteach Lesson 1: Foundational Skill (15 Minutes)

Skill Focus: Students will gather and compare evidence from both informational research passages, separate observations from assumptions, weigh viewpoints, and write an R-E1-E2 explanation showing how evidence supports a stronger choice..

TEKS: 5.11(A).

Materials: Module 2 passage “From Protest to Participation: How a Nation Changes”; module materials from the Teacher Lesson Plan Guide.

Warm Up (2 minutes)

SAY

“Take out your Research Plan. A plan only helps if we follow it.”

DO

Display the module anchor chart or key visual. Point to each element as you name it.

I Do: Model (3 minutes)

SAY

“Put a check next to each step you finished in Week 1. Circle the step we work on this week: gather and take notes.”

DO

Using “From Protest to Participation: How a Nation Changes,” model the skill on chart paper or a whiteboard. Think aloud as you demonstrate each step so students see the reasoning.

We Do: Guided Practice (4 minutes)

SAY

“If a step is not finished, write one next move you will complete today. Following a plan means you always know your next move.”

DO

Give each student a copy of the passage or prompt from “How Change Happens: Observe, Adapt, Test, and Improve.” Wait for the student to attempt each step before confirming. Correct one element at a time.

Sentence Frames

“The evidence I chose is _____ because _____.”

“This evidence supports my thesis (central idea) by _____.”

“The text says _____, which shows _____.”

You Do: Independent Try (4 minutes)

DO

The student practices the skill independently using “From Protest to Participation: How a Nation Changes” materials. Monitor without helping unless the student is stuck on the foundational step.

Quick Check (2 minutes)

- ☐ I record a source title, paragraph number, and exact detail or faithful paraphrase.
- ☐ I separate what a source states from what I assume.
- ☐ I compare evidence from both passages and name what each detail proves.
- ☐ The student can explain what they did and why.

Reteach Lesson 2: Application and Transfer (15 Minutes)

Skill Focus: apply the skill from “Evidence and Choice” independently in writing.

TEKS: 5.11(B)(i).

Materials: Module 2 passage “How Change Happens: Observe, Adapt, Test, and Improve”; student work from Reteach Lesson 1; module writing materials.

Warm Up (2 minutes)

SAY

“Researchers ask where information comes from. A primary source is made by someone who was there at the time, such as a letter, a speech, a diary, an official document, or a photograph.”

DO

Display the module writing model or exemplar. Point to the connection between the skill and the finished product.

I Do: Model (3 minutes)

SAY

“Research is not one more writing style added at the end of the year. Research is where all of our writing tools come together.”

DO

Write a model response using “How Change Happens: Observe, Adapt, Test, and Improve” where students can see it. Point to the specific skill application in the writing and name each move aloud.

We Do: Guided Practice (4 minutes)

SAY

“This module asks students to use information as evidence for an answer, not as a list of disconnected facts.”

DO

Guide the student to write a response that demonstrates the skill. Have the student say each part aloud before writing. Use “From Protest to Participation: How a Nation Changes” for evidence.

Sentence Frames

“According to the text, _____. ”

“This evidence is relevant because _____. ”

“My explanation connects the evidence to the prompt by _____. ”

You Do: Independent Try (4 minutes)

DO

The student writes an independent response demonstrating the module skill using “How Change Happens: Observe, Adapt, Test, and Improve.” No teacher help unless the student cannot begin.

Quick Check (2 minutes)

- ☐ I compare evidence from both passages and name what each detail proves.
- ☐ I listen for a viewpoint before choosing what to do.
- ☐ I write R-E1-E2: a reason, evidence, and an explanation.
- ☐ The writing meets the module success criteria.

How to Know It Worked

After both reteach lessons, the student should be able to:

1. I record a source title, paragraph number, and exact detail or faithful paraphrase.
2. I separate what a source states from what I assume.
3. I compare evidence from both passages and name what each detail proves.
4. I listen for a viewpoint before choosing what to do.

If the student still struggles with the foundational skill, return to Reteach Lesson 1 with fresh materials. If the student demonstrates the skill in isolation but cannot transfer it to writing, return to Reteach Lesson 2 and focus on the application step before independent work.

Module Source Reference

All content in this reteach plan draws from the Grade 5, Cluster 8, Module 2 Teacher Lesson Plan Guide (“Evidence and Choice”). The essential question, TEKS, passages, success criteria, misconceptions, and assessments are sourced directly from that document.